

**Urban Arts Partnership**  
Curriculum Map  
2012-2013

Name: Kate Johnson

School: MS 54

Grade/Class: Middle School

Art Form: Dance

## Program Overview and Goals

### Program Summary/Goals

*What do you want to teach and the goals that you want to accomplish?*

I want to teach contemporary dance technique and composition. By the end of the program, I would like students to:

- understand and be able speak fluently using contemporary dance vocabulary and choreographic terms
- recognize and carry out common positions of the feet and arms used in ballet, jazz and modern dance
- demonstrate facility with dance warm ups, technical exercises, and moving phrases across the floor
- have seen many master dance works in a variety of dance, recorded and live
- create original dance “studies” collaboratively
- perform dance live in the school and community
- create dance projects for video

### Essential Question

*One big question that you’ll be exploring all year through all the projects?*

How can we use contemporary dance vocabulary to create original dance works?

### Project #1 Description

*What will be your first project and how does it relate to your goals?*

## Our first project is: "Speaking (the language of) Dance"

- Students will learn a start to learn choreographed dance comprised of jazz and modern dance vocabulary to the pop/punk song "Animal" by the band Neon Trees.
- Students will learn language for making and teaching dance movement -- language for positions, transitions, and movement qualities
- Students will learn techniques for mastering choreography and teaching it to others -- counting phrases, repetition, starting slowly and building speed
- Students will create "choreography cards" demonstrating + explaining dance movements
- Students will learn techniques for building phrases into a finished dance -- traveling across the floor, changing front, partner work, repetition
- Students will use these skills in their next project to develop original movement phrases and collaborate to make a group dance piece

## Project #2 Description

*What will be your second project and how does it relate to your goals?*

## Project #3 Description

*What will be your second project and how does it relate to your goals?*



This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	<b>7.L.4:</b> Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. <b>7.L.6:</b> Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	<b>7.SL.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	<b>7.w.3:</b> Writing narratives to develop real or imagined experiences; <b>7.w.1:</b> writing an argument to support claims with clear reasons and relevant evidence; <b>7.w.5:</b> Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

# urban arts

## Project Plan #1

**Guiding Questions** (*3-5 questions that will guide your project*):

**Materials Needed:** digital camera and flipcam (for documentation)

**Equipment checkout:** yes

**Culminating Event and Date:** TBD

**Field Trip dates (include career contact):** New York City Ballet Nutcracker, Dates TBD.

**Contact:** 212-870-4071

**Alvin Ailey American Dance Theater**

**Project Name:** Speaking the Language of Dance.

**Project Goal:** understanding and speaking using choreographic language, learning choreography, identifying choreographic devices

**Final Product:** Performing

*Common Core Standards*

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

**CIRCLE ONE** (Reading Writing SL Language other)

- SL.6.1./ SL.7.1./SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
- SSL.6.2./ SL.7.2./SL.8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.4./ SL.7.4./SL.8.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5./ SL.7.5./SL.8.5. Include multimedia components (e.g., graphics, images,

music, sound) and visual displays in presentations to clarify information.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

### Project #1

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	Sept. 27th	Experience	"choreography," positions of the feet	Film: Paul Taylor "Dancemaker"		
2	Oct. 2nd	Study	positions of the feet, point/flex	Film: Paul Taylor "Dancemaker"		
3	Oct. 4th		point/flex, "plie" -- to bend	Film: Paul Taylor "Dancemaker"		
4	Oct. 9th		"plie", "tendu" -- to stretch	Film: Paul Taylor "Dancemaker"		
5	Oct. 11th		"tendu", "degage" -- to disengage			
6	Oct. 16th		"degage", "releve"-- to lift			
7	Oct. 18th		"releve," "saute" -- to jump			
8	Oct. 23rd		"saute", slides			
9	Oct. 25th		slides, triplets			
10	Nov. 8th		triplets, pivots			

11	Nov. 13th					.
12	Nov. 15th					
13	Nov. 20th					
14	Nov. 27th					
15	Nov. 29th					
16	Dec. 4th					
17	Dec. 6th					
18	Dec. 11th					
19	Dec. 13th					.
20	Dec. 18th					



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INSPIRING  
PUBLIC EDUCATION



# Curriculum Map for Creating Minds

Date Of Draft:
School: Facing History School
Teaching Artist: Karamba
Grade:
Year: 2012-13

## 2012-13

### Program Overview

Essential Question: (one big question that you'll be exploring all year through all the projects):

How do I use music to show who I am and whether I am an upstander or a bystander?

Program Summary: (1-2 paragraphs that summarize the program and explain how the essential question is being explored - What will students create? How are the core curriculum and the art form(s) connected? What are the major skills students will be taking away from the program? How will you ensure you engage all students?)

My goal for the music production program is to give students an introductory sense of the music production process and demonstrate the ways that music can be used to affect change in their communities.

Students will learn how to use the GarageBand program to create instrumental and lyrical pieces that look at issues of identity, responsibility and community. Students will finish the program with a body of work that is an expression of the exploration of self, responsibility and community. Students will be engaged through encouraged expression of their selves, uniqueness and musical influences. By having the students bring their worlds into the classroom, the classroom will feel safe for everybody.

Classroom Teacher(s) Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the teaching artist? What expertise do you want to share with the teaching artist? What do you want students to get out of the program?)

Teaching Artist Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the classroom teacher? What expertise do you want to share with the classroom teacher? What do you want students to get out of the program?)

I do not do an integration (There is no classroom teacher in the room with me).

Action Steps: (what are your plans for making the items above happen?)

## Project Plan #1

Project Name: Who Am I?

Guiding Questions For The Project: (3-5)

What so I see when I look into the mirror?

What makes me unique?

What do I like about myself?

Am I a bystander or an upstander?

How can I express all of these things musically?

Project Goals: (Skills, Knowledge, Products, Etc.)	Assessment For Each Goal: (How will you know that you've reached this goal?)
Ability to describe one's self	Depth of student's free write
Ability to create music in garageband	Student has finished, revised pieces of work
Ability to free write on a subject	
Ability to structure free write and turn it into verses	
Ability to record vocals	

## Project Timeline

Number Of Sessions:

Beginning Date:

End Date:

Peer Feedback Review Date:

Presentation/ Culminating Event Date and Location:

Reflection Date:

Materials Needed: Computers

GarageBand  
Microphones  
Headphones

Equipment signed out:

Common Core Standards Addressed:

Key Vocabulary

From the Core Content Area:

From the Art Form(s): Beat, Bar, Soundscape, Master Work, Verse, Chorus  
(Hook), Bridge, Concept, Loop, 4-bar loop

Career And College Readiness Connections: (list 3-5 skills from the list)

Professional Connection Field Trips:

**Project Outline**

Session #	Date	Methodology	Masterwork	Activity (what students are doing during the session)	Learning Target (the learning goal for that activity)

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

**Project Rubric** (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

<b>EXCELLING</b>	<p><b>Academic:</b>  Student can define beats, bars, soundscapes and all sections of a song (verse, chorus, bridge).  Student has a working introductory understanding of GarageBand.  Student's music has a unique, defined style that they can easily describe.</p> <p><b>Artistic:</b>  Student's instrumental piece has a full soundscape, uses variations and drops, and has personality.  Student's lyrics are thoughtful and clever, with clear defined delivery.</p> <p><b>Social:</b>  Student's lyrics demonstrate strong understanding of community and how they relate to it.  Student's background music demonstrates strong</p>
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	understanding of community and how they relate to it.
<b>ACHIEVING</b>	<p><b>Academic:</b>  Student can loosely define beats, bars, soundscapes and some sections of a song (verse, chorus, bridge).  Student is developing a working introductory understanding of GarageBand.  Student's music is developing a unique, defined style that they can easily describe.</p> <p><b>Artistic:</b>  Student's instrumental piece is coming close to a full soundscape, uses variations and drops.  Student's lyrics are thoughtful, delivery is audible.</p> <p><b>Social:</b>  Student's lyrics demonstrate understanding of community and how they relate to it.  Student's background music demonstrates understanding of community and how they relate to it.</p>
<b>EMERGING</b>	<p><b>Academic:</b>  Student cannot define beats, bars, soundscapes and all sections of a song (verse, chorus, bridge).  Student does not understand GarageBand.  Student's has trouble and describing their style.</p> <p><b>Artistic:</b>  Student's instrumental piece lacks full soundscape, variations and drops, and personality.  Student's lyrics are not prepared and thoughtful.</p> <p><b>Social:</b>  Student's lyrics do not demonstrate clear understanding of community and how they relate to it.  Student's background music does demonstrate clear understanding of community and ow they relate to it.</p>

## Urban Arts Partnership

### Curriculum Map

### 2012-2013

Name: Jenny Efremova  
School: P.S. 46

Grade/Class: 3rd Grade  
Art Form: African Dance

## Program Overview and Goals

### Program Summary/Goals

*What do you want to teach and the goals that you want to accomplish?*

During the residency at P.S. 46 I will teach West African - and Caribbean Traditional Dances. The students will learn the connection between the African Traditional Dance, Caribbean Dances and the popular dance forms we have today in our society such as DanceHall and HipHop.

### Essential Question

*One big question that you'll be exploring all year through all the projects?*

Throughout the three projects, the evidence of African Traditional Dance in our society will be discussed. A few Caribbean dances which have roots in African Traditional Dance and European Folk Dance will be learnt and their roots will be discussed. As someone who have had the primary experience living in an African village I will always tell my students my own experiences to give them a personal understanding of the topic and how the daily movements in a village have impacted the African Traditional Dance as well as Caribbean folklore learnt in class. The students will learn African Traditional Dances, learn their history and how these dances are danced today.

### Project #1 Description

*What will be your first project and how does it relate to your goals?*

- The students will get to know each other and the teacher. They will learn how to clap on the odd



numbers, even numbers, on the “and” and double tempo.

- The warm-up sequence will be learnt.
- The class promises will be introduced and repeated at the beginning, end or as needed throughout the class.
- The students will explore their own creative ways of moving by first creating letter shapes with their bodies.
- The class responsibilities will be assigned.
- The students will practice getting into 1, 2, 3 or 4 lines with equal amount of students in each.
- The students will understand the basic structure of each class, the rules, the discipline, the order of the class and the incentives.
- The first project will prepare the students and their bodies for the group choreography that is going to happen further on. It will also serve as the introduction to how the the classes will run and lay the foundation for the future.
- The students will answer simple family related questions by making shapes of letters T (True) and F (False).
- The dance “Gota” from Ghana will be learnt.
- The students will work as a team to present a performance piece which will be based on on a Traditional Story “The Chief Who Was No Fool” by Philip Martin.
- The students will work together in groups of threes to present their own compositions to selected African Traditional proverbs.
- The students will look at pictures which were taken in

an African village and see how these posture, colours, hairstyles of the people have influenced the dances which they are learning, also if they have seen such gestures, hairstyles, etc in their society.

The topic of the “Project 1” is “The Role of Dance in a Traditional African Family Group”. My goals are to give the students a basic understanding of a traditional African village and the role of dance in it. The students will learn the importance of an African Traditional family structure, responsibilities and values. They will also compare these to their own culture and background. To see the relation between the daily activities in an African village and the dance form these activities influenced. The students will learn how to warm up their body by isolating the different body parts and how to be completely ready to execute the warm up dance sequence by themselves. The students will learn how to differentiate the even rhythms from syncopated rhythms, which are often used in African Traditional Dance. The students will learn how to stretch their bodies to the highest extent of their ability. The students will learn that the African Traditional Dances came from the people and is constantly evolving, has spread to the Caribbean and the Americas through slave trade and is the roots to the popular dances such as DanceHall, HipHop, Tap, Jazz, etc. The students will learn that in order to study a traditional dance form, they have to study the people who it came from. They will learn that in order to know

where we are going, we have to know where we are coming from. The students will learn basic dance etiquette, the group promises and be able to follow instructions given by the teacher.

## Project #2 Description

*What will be your second project and how does it relate to your goals?*

## Project #3 Description

*What will be your second project and how does it relate to your goals?*

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	<b>7.L.4:</b> Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. <b>7.L.6:</b> Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	<b>7.SL.1:</b> Prepare for and participate effectively in a range of conversations and	Master Work is introduced and discussed at the

		collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	beginning of each class
5-10 Min	Journal Entry	<b>7.w.3:</b> Writing narratives to develop real or imagined experiences; <b>7.w.1:</b> writing an argument to support claims with clear reasons and relevant evidence; <b>7.w.5:</b> Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

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## Project Plan #1

**Guiding Questions** (*3-5 questions that will guide your project*):

**Materials Needed:** African fabric, stereo, paper, star stickers, program board,

**Equipment checkout:** Stereo

**Culminating Event and Date:**

**Field Trip dates (include career contact):**

<b>Project Name:</b> The Role of Dance in a Traditional African Family Group
<b>Project Goal:</b>
<b>Final Product:</b>
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) <b>CIRCLE ONE</b> (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

# Curriculum Map for Creating Minds

Date Of Draft: nov 1, 2012
School: UAI
Teaching Artist: Laurie Krupp
Grade: 12 Government Participation and Economics
Year: 2012-13

## 2012-13

### Program Overview

Essential Question: How do I teach others what issues are important to me using film?

### Program Summary:

As part of the core curriculum in this Government Participation/Economics class, students are involved in creating their own group civics projects (grassroots), from feeding the homeless, to reducing gang violence by creating athletic clubs, to beautifying public schools to uplift students.

Using the PBS documentary “Half the Sky” as a master work, students will choose their cause. By interviewing and researching data, each group will create a short documentary film about the work they are doing in their communities, what it took to make it happen, what the effects are so far, and what the projected long-term effects are. Students will learn how to source credible evidence, ask incisive questions, find experts to interview, and build an argument for their cause.

During the filming process, students will learn basic framing and composition, lighting and angle, as well as how to capture sound clearly. Each student will have an opportunity to work at each aspect of filming

the documentary. During the editing process, each student will learn how to construct an argument through images, interviews, and statistics, as well as learn Adobe Essentials program, acquiring valuable skills using technology. During presentation, students will learn that sharing what they believe in and feel passionate about can educate and inspire others and motivate change in their communities.

The project will culminate in a longer film/ television series, highlighting each students work in the community to be shown at the school, as well as to the larger community in film festivals and hopefully to the Adobe Essentials community.

Classroom Teacher(s) Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the teaching artist? What expertise do you want to share with the teaching artist? What do you want students to get out of the program?)

Teaching Artist Yearlong Goals:

I want to learn more about the Adobe Essentials program, and to hone my skills as a documentary filmmaker.

I want to learn how Kelly inspired the students to build their own grassroots organizations.

I would like to share my expertise as a filmmaker and storyteller with

Kelly.

I would like the students to learn that they can communicate what they are passionate about, have the effect of inspiring and motivating others, and make change happen locally. I would like them to learn their own power.

Action Steps: By using and teaching the Adobe program, I think my editing skills generally will improve, every time I teach filmmaking I learn something new. By Kelly being a participant in this program, and using the technology itself, she will be able to pass on the learning to her next year's class. By the students completing their films and presenting to the larger community, I think they will learn their own power, and carry that with them into the world.

### **Project Plan #1**

Project Name: Create a framework for your short film, practice interviewing and shot choices.

Guiding Questions For The Project: (3-5)

what is the big question you want answered? (what do you want the audience to come away with?)

What do you want to teach, enlighten, get people to understand?

Why is this important to you?

Why should it be important to them?

What can you project about the success of this project?  
 what makes a good interview?  
 Which experts do you want to interview, and how do you find them/contact them?  
 Where will you look for statistics and data?  
 What are some of the different shots and why do we use them?- wide, medium, close-up, extreme close-up?  
 Why is it important to use a tripod when shooting an interview?

Project Goals: (Skills, Knowledge, Products, Etc.)	Assessment For Each Goal: (How will you know that you've reached this goal?)
to know how to ask questions that help your argument.	Students create compelling questions that get interviewees to share feelings as well as facts.
to structure the film in a way that is organized and concise.	Student and teachers can easily see how the structure will answer her questions.
knowledge of framing, composition, shot choice	Student will practice shots, worksheet and discussion following. student will know when to use which type of shot, and how to compose well.
use of tripod	each student will have a chance to be the cinematographer and use the tripod.
use of internet for research	student produces a fact sheet for her film

### **Project Timeline**

Number Of Sessions: 5

Beginning Date: October 9, 2012

End Date: Nov 20

Peer Feedback Review Date:

Presentation/ Culminating Event Date and Location:

Reflection Date:

Materials Needed: flip cams, computers, adobe software installed to student



computers, background, lights, tripods

Equipment signed out: 5 flipcams, 1 computer, 1 dongle, 1 power cord,  
will sign out 2 tripods, lighting set up for shooting days

## Curriculum Map for Creating Minds

Date Of Draft: 10/22/2012
School: Facing History
Teaching Artist: Yarrow Lutz
Grade: 9-12
Year: 2012-2013

# 2012-13

### Program Overview

Essential Question: (one big question that you'll be exploring all year through all the projects)

**How can we use media to educate others on the issues of Food Justice?**

Program Summary: (1-2 paragraphs that summarize the program and explain how the essential question is being explored - What will students create? How are the core curriculum and the art form(s) connected? What are the major skills students will be taking away from the program? How will you ensure you engage all students?)

Students will study various forms of Digital Art through the thematic of food policy & justice. Projects will include the study of food issues, food policy, food justice, and nutrition through various media. Students will develop design skills, media literacy, media production skills, computer skills,

editing and camera techniques.

Everybody eats everyday and food is the basis of our human survival. We all have a very intimate and personal connection to food. However, we are very disconnected to the processes that produce our food sources, especially in urban areas. As a major target market, NYC youth need awareness of the various issues that are in current events and the ways they are impacted by advertising and public information. Students will then produce their own media based on these issues and create a voice from the other side of the equation, speaking to their peers to help them understand the implications behind their choices.

Teaching Artist Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the classroom teacher? What expertise do you want to share with the classroom teacher? What do you want students to get out of the program?)

I want to clarify the issues around food issues and policies and make connections to our personal choices as a consumer.

I want to utilize the skills of digital design and production through the basics of design, media literacy, and media production.

Action Steps: (what are your plans for making the items above happen?)

Food Issues Overview

Advertising Literacy

Digital Media Production- Advertising Alteration

Advertising Production- Photo

Advertising Production- Video

Field Trip--- Saatchi & Saatchi

## Project Plan #1

Project Name: **Food Advertising: Ideals vs. Reality**

Guiding Questions For The Project: (3-5) What is a target market? What is a tagline or slogan? What does style mean? How do advertisers create advertisements? What are the elements of design? How can you alter an advertisement to reflect reality instead of ideals?

Project Goals: (Skills, Knowledge, Products, Etc.)

Assessment For Each Goal: (How will you know that you've reached this goal?)

### Project Timeline

Number Of Sessions: 12

Beginning Date: 10/18/2012

End Date: 11/21/2012

Peer Feedback Review Date: TBA

Presentation/ Culminating Event Date and Location: TBA

Reflection Date: TBA. Ongoing

Materials Needed: Handouts, Videos, Advertising Examples, Videos

Equipment signed out: Computer, Cameras (TBA)

Common Core Standards Addressed:

**Key Vocabulary**

From the Core Content Area:

From the Art Form(s): Food Labels, Genetically Modified Organisms, Hydrogenated Corn Syrup, Target Market, Style, Design, Tagline, Slogan, Design, Food Advertising,

Career And College Readiness Connections: (list 3-5 skills from the list)

Professional Connection Field Trips: Saatchi & Saatchi

**Project Outline**

Session #	Date	Methodology	Masterwork	Activity (what students are doing during the session)	Learning Target (the learning goal for that activity)
1	10/15	Creative Writing	N/A	Lime Poem, Favorite Food Love Letter, Food List	Reflection on your own relationship to food through creative writing excercises.
2	10/17	Video Food Ladels	FOOD, INC.	Watch excerpt form FOOD, INC. and do Corn Derivative Excerise	Understand how much corn is in our everyday foods.
3	10/2	Fat &	RN	RN Newscast,	Understand

	2	GMO's	Newscast, Childhood Obesity Ad, Australia, French GMO Article Research	Discussion on GMO's, corn and Health issues.  French GMO Article Research Studies of GMO's on rats, Discussion of health Issues  Childhood Obesity Ad, Australia, Discussion, "Breaking the Habit" Food vs. Drugs	the connection between our food, GMO's, and health issues.
4	10/2 5	Diabetes	TYPECAST , UAP Media	Diabetes Worksheet	Understand real health issues and their consequences and how it's connected to food labeling and nutritional information.
5	10/2 9	Food Advertisin g Analysis	Various Magazine Food Ads	Target Market Analysis	Understand how advertisers attract various groups depending on

					what they are selling.
6	11/1	Food Advertising Alterations	Various Magazine Food Ads	Alterations of Advertisements "From a Sales Point to a Good Point"-- Drafts	Change the message of the advertisements from a what sells the product to what tells the truth about a product.
7	11/5	Food Advertising Alterations	Various Magazine Food Ads	Alterations of Advertisements "From a Sales Point to a Good Point"-- Digital Intro	Learn basics of Digital artistic skills on Adobe Photoshop Elements to alter their ads.
8	11/8	Food Advertising Alterations , cont'd	Various Magazine Food Ads, cont'd	Alterations of Advertisements "From a Sales Point to a Good Point"-- Digital Cont'd	Continue basics of Digital artistic skills on Adobe Photoshop Elements to alter their ads.
9	11/12				
10	11/15				
11	11/19				

12	11/2 1				
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# **Urban Arts Partnership** **Curriculum Map** **2012-2013**

Name: Martin Urbach

School: IS 131

Grade/Class: 6-9

Art Form: Percussion/Music

## Program Overview and Goals

### Program Summary/Goals

*What do you want to teach and the goals that you want to accomplish?*

#### **Program Summary:**

Through fun and engaging rhythmic/melodic games and compositions, students will learn how different elements of percussion such as rudiments, 4-limb coordination, polyrhythms and folk music adaptations shape a song from the ground up, in popular music. The format of a percussion ensemble will serve as a platform on which the students will learn the basic building blocks of music. Students will experience, study and explore the rhythms from several popular songs of their choice (pre approved by the TA for lyrics content, etc). Then they will analyze and create professional level drum parts to jam along with their song choices, which will ultimately provide them with the skills needed to create their own compositions. Each student will explore and hone her/his ability to be an individual with a voice, but that consciously works towards the success of the team as a whole.

There will be many opportunities for the students to present and reflect on their work by performing during school events, field trips and music videos.



## **Project Organization:**

We will focus on having lots of small projects. Each project will last 6-8 weeks and will be made up of several activities (challenges) that layer and connect with one another to create an easy to understand, meaningful unit of study. Every project will contain basic rudimentary information about music making, several activities to explore the art form, a chance to create (compose) a piece of music and a culminating performance/reflection about the project.

The repetition aspect will allow the students to connect with the material in a deeper and more organic way. The layered activities will keep the children engaged and active across their multiple intelligences. (I like to explore the same information across many different art forms: music, dance, art-making, writing, movement, fine art and more)

### **The core curriculum will be achieved by:**

Reading and writing both, musical notation as well as biographical articles about the music.

Analyzing the shape and form of a song's lyric (prose, haiku, free style, rhyming) to find out whether the choice matches the aesthetic of the musical sound.

We will determine the Theme/ central ideas of major compositions across multiple styles of music and compare the differences and similarities in popular music's content and message across the world

**Some of the major skills that students will gain from this class are:**

- Introduction to the family of percussion instruments.
- Introduction to the piano (keyboard)
- Basic rhythms and musical notation.
- Independence and coordination
- Rudiments; the basic building blocks of drumming.
- Overview of different percussion music/traditions from around the world, most importantly from our own culture!
- Composition and Improvisation. Theme and Variations.
- Role of each member of an ensemble. Being a soloist and being an accompanist.
- Role of a musician (artist) in society.
- How other communities/cultures work in relation to ours.
- An overview to our background as immigrants.
- Work ethic.
- Empathy
- How to be a leader and how to be a follower.
- Self -expression through movement and sound.
- How different people learn in different ways.
- Strengths and Weaknesses.

- Rhythmic and musical games.
- Tips on how to help our teammates be the best they can be.
- The appropriate language/manners that we use to communicate our feelings and give criticism, advice, etc. (professionalism)
- History and Geography, to better understand where percussion comes from and how it evolved.

**Engaging Students:**

I will engage students by empowering to speak their mind in a clear and respectful manner. I will build my lesson plan and activities around their ideas. I truly believe that they are teaching me (and each other) as my as I teach them. For example, being that there are many English Language Learners in the school, I will include the students in translating key elements of our lessons so that everyone feels included. I will craft activities that revolve around elements from the students' cultures so that they feel more at ease when learning new challenges.

**Teaching Artist Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the classroom teacher? What expertise do you want to share with the classroom teacher? What do you want students to get out of the program?)**

I want to inspire this new group of young women and men to love music

making as much as I do. I want to show them that self-expression through music can be a wonderful way to shine in our world. I want to also learn from their views in life and how they struggle to conduct themselves as who they are. Given that most of my teaching experience comes from lower elementary classrooms, I feel like I will grow as an educator by adjusting my vocabulary and complexity/depth level of the information in the lessons.

I am also eager to learn first hand about the experiences of different immigrants. Being an immigrant myself, I feel like I have a worldview that is very wide, but my views come from Latin America, where I was born and raised. I feel like this is a great opportunity for me to discovered elements about Asian culture that will help me grow as a human being.

**Action Steps: (what are your plans for making the items above happen?)**

I will create fun, simple and short activities that scaffold upon each other to give the students the necessary tools to express themselves in a way that is artistic and that truly showcases their strengths and that shines a light on their ideas.

By working with them as a percussion ensemble, and showing them how professional musical groups work, we will develop a work ethic that allows them to work hard on whatever topic interests them and to dive deeper into those topics so they can gain as much knowledge as possible about it. Together, we will engage in multi media research projects in the classroom and beyond.

I will create a point rewards system that highlights good traits so that they ultimately will want to engage those traits as much as they can.

By listening to their concerns and creating activities based on their needs, I will empower them to use their actions as well as their words to make a difference in their community.

We will work together to learn from each other's musical tastes and preference so that we develop a personal connection with music, so that we can better express ourselves through it.

By creating exiting games (or adaptations from games that they already know) I will give them the tools necessary to pursue music in either a professional or amateur way, should they choose to.

Ultimately and most importantly, I will create a space in which everything is valid ( respectfulness being the governing keyword) so that they feel safe to explore all the beauty that music and percussion can bring into our lives. Hopefully the result will be that the students have so much fun and learn relevant information, so they choose to be in my program rather than elsewhere.

## Essential Question

*One big question that you'll be exploring all year through all the projects?*

How do the different rhythmic patterns of percussion influence and determine the shape, style, message and energy of a song in popular music across the world?

## Project #1 Description

*What will be your first project and how does it relate to your goals?*

All about note values and how they look/sound in pop music.

# Curriculum Map for Creating Minds

Date Of Draft: October 22nd
School: High School of Medical Professions
Teaching Artist: Beatrice Anderson
Grade: 11/10th
Year: 2012-2013

## 2012-13

### Program Overview

Essential Question: (one big question that you'll be exploring all year through all the projects)

As a young ambassador for Arts Education what are the tools, skills and data I must collect to make a compelling case as to why and how the arts positively impacts my health and well being as well as the lives of my peers, family and community at large?

Program Summary: (1-2 paragraphs that summarize the program and explain how the essential question is being explored - What will students create? How are the core curriculum and the art form(s) connected? What are the major skills students will be taking away from the program? How will you ensure you engage all students?)

Over the course of this residency the students will make their own personal connection to the healing properties of theater and dance. The duo core curriculum in dance technique and in art therapy will be married to theater creating a platform for the students to find deeper connection and meaning to the lives and stories of the residents from the nursing homes partnering with HSMP during this semester.

The residency will be broken down into eight week increments. Each term will introduce an artist, body of work and a different element of theater, with the goal of offering each student an opportunity to find an element of theater that resonates with their personal interests .

During the year, students will have the chance to share what they have learned in a “works in progress” performance in February, a demo presentation during PAL night in May and a culminating performance in June.

Their final presentation will incorporate research by the students on the biochemical response in patients with Alzheimer's who listen to music or recordings of familiar plays/musicals. In addition to a hands on study of the physical and emotional response in elderly patients with dementia who are engaged in familiar dances of their generation. Through a series of interviews and analysis the students will create short monologues or short plays within small groups based on the stories of the residents from the nursing home they were partnered with during the course of the year.

The major skills and talents the students will develop through the class are: character development when creating a work for the theater or when preparing a role

- playwriting/storytelling,
- tech and performance production,
- further knowledge of biology and the nervous system
- elements of staging
- experience producing, directing, and casting a body of work
- basic acting and theater technique
- knowledge of career options and technical track for various occupations in the field
- familiarity with key play-writers, directors, actors, and theatrical works.

Classroom Teacher(s) Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the teaching artist? What expertise do you want to share with the teaching artist? What do you want students to get out of the program?)

Teaching Artist Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the classroom teacher? What expertise do you want to share with the classroom teacher? What do you want students to get out of the program?)

The collaboration between theater and dance intrigues me as a combined training in a learning environment that is geared toward middle school and high school students. I am looking forward to exploring the cross sections between dance/movement technique and theater/acting technique and how best to support and collaborate with the teacher and students. I am interested in learning how the classroom teacher has bridged core concepts and blue print requirements to her personal goals she set for her students to accomplish from an artist perspective. I would love to share a passion and commitment in developing curriculum that challenges the students expectations of themselves and teachers/administration and helps to raise the bar of the school's expectations for students in general. I would like students to take away an-in depth working knowledge of the basics of theater, playwriting, acting technique, the contribution art makes to medicine, healing and prevention and to find a personal connection to art/theater/dance.

Action Steps: (what are your plans for making the items above happen?)

- Collaborative lesson planning & weekly check-ins with classroom teacher
- Creating shared ground rules and expectations with classroom teacher
- Utilizing in school prep time to review feedback on the days lesson plan, successes and challenges of the day, areas were connections to core curricula can be made for the future and next steps in helping to achieve our goals.

## Project Plan #1



Project Name: "Why should learning technique be boring?! Lets laugh a little. "

**Guiding Questions For The Project: (3-5)**

As a young ambassador for Arts Education what are the tools, skills and data I must collect to make a compelling case as to why and how the arts positively impacts my health and well being as well as the lives of my peers, family and community at large?

Project Goals: (Skills, Knowledge, Products, Etc.)	Assessment For Each Goal: (How will you know that you've reached this goal?)
Ability to create a basic script	Small groups of students are asked to create short comedic sketches and graded according to the format/criteria students identify post observation of masterworks.
Ability to analyze a performance, body of work	Students complete a written analysis three times during the project on a masterwork and a review of their peers and their own performance /presentation and an analysis of their senior mentor. (specific classes only-analysis of senior mentor lead by community service partner)
Students will be able to identify various parts of the brain and the nervous system.	A short quiz will be administered post review of concepts.

**Project Timeline**

Number Of Sessions:

Beginning Date: 10/2/2012

End Date: TBD

Peer Feedback Review Date:

Presentation/ Culminating Event Date and Location:

Reflection Date:

Materials Needed:

\*work lights, color gels, cardboard boxes, constructions paper, glue, scissors, video camera, projector

Equipment signed out:

Common Core Standards Addressed:

Key Vocabulary

From the Core Content Area:

From the Art Form(s):

Career And College Readiness Connections: (list 3-5 skills from the list)

Professional Connection Field Trips:

### Project Outline

Sessi on #	Date	Methodol ogy	Masterw ork	Activity (what students are doing during	Learning Target (the learning goal for that activity)
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				the session)	
1	10/2/12	Group Work		Students work through theater games that help break the ice and introduce climate of the Theater class.	*Introduce the History of Theater, Create Ritual/Routine for Each Class.
2	October 9th, 2012	Small Group Work		Students will be grouped into their "drama combos" for the semester. Small groups where the students will be asked to complete in class activities and group projects. During this session the students will meet to explore and develop a short comedic skit/improv	<p>*Introduce the various styles of theater, technical focus on projection and breath work, improvisation and comedic timing.</p> <p>*A student rubric for performance critique will be introduced and developed by the class.</p>

				based on the two elements of comedy. Each group will share their skit and students will conduct a peer critique.	
3	October 16th, 2012			<p>Drama combos are given specific instructions for a skit based on the hitchhiker improvisation game. The students spend the first 15mins of class identifying 4-6 characters each having a strong physical &amp; audible characteristic. Students then participate in a series of round-robin collective</p>	<p>*Further development on comedic improv, with a focus on comedic timing, articulation repetition and physical body exaggeration.</p> <p>*Another attempt at exploring plot/story development.</p> <p>*Reinforcing a story's arc, use of conflict within a comedic scene and the build(crescendo) and resolution(decrescendo) within a piece.</p>

				<p>improvisation s, including a member of each drama combo. At the end of each performance, the class offers feedback and interpretatio ns of each character. (All students have opportunity to perform)</p>	
4	<p>Octobe r 23rd, 2012</p>	<p>small group work</p>	<p>Whole- class onepage</p>	<p>Students will complete Creating Minds survey &amp; begin 1st step of graded project. 1st step: in their drama combos, students will brainstorm and complete onepage for</p>	<ul style="list-style-type: none"> <li>• concept of the onepage format taught, with connections made to creating an outline for essay and research writing</li> <li>• activity offers an opportunity to explore group</li> </ul>

				group's comedy sketch	<p>brainstorming and creative processing, highlighting the specifics of what's required, and various methods of reaching a goal</p> <ul style="list-style-type: none"> <li>• has applications for conflict resolution, and critical appreciation of differing perspectives</li> </ul>
5	October 30th, 2012	Class & small group work	<p>Charlie Chaplin- City Lights 1931</p> <p>Redd Foxx- Sanford &amp; Son</p> <p>Bill Cosby- The Cosby Show</p> <p>MADtv-</p>	Class will analyze and critique clips from masterwork comedy sketches. Class will have full-group discussion and review of observations , creating a list of criteria, key	<ul style="list-style-type: none"> <li>• Students are learning to critique and analyze a masterwork or performance</li> <li>• students are able to personally identify with characteristics of a a successful performance</li> <li>• students are</li> </ul>

			<p>“Look What I Can Do”</p> <p>All That/Ke nan &amp; Kel</p> <p>handout for comedic scriptwriting “Do’s &amp; Don’ts”</p>	<p>elements, and guidelines for their scriptwriting, character development, and onepage revision. In their drama combos, students will first complete their onepage, with remaining time allotted to begin drafting the script for their sketches using all resources and examples. (LAPTOPS required)</p>	<p>introduced to prominent actors and actresses in the field</p> <ul style="list-style-type: none"> <li>• students continue to learn how to develop concepts through different stages of process : improvisation, brainstorm, reference</li> <li>• lesson reinforces commitment and due diligence as personal/developmental characteristics , and the immediate satisfaction of committing to process</li> </ul>
6	November 6th, 2012		Class	<p>through a series of questions students create list of</p>	<ul style="list-style-type: none"> <li>• continue scriptwriting</li> <li>• introduce the</li> </ul>

				<p>key roles in theatrical production, e.g. lighting dir, sound dir, wardrobe, dir, producer, cast, as well as sequence of steps to preparing, auditioning, and successfully acquiring a position or role.</p> <p>at the start of class, class representatives are given scenarios to perform for full class that demonstrate successful and unsuccessful methods for preparing, auditioning, and</p>	<p>vocabulary of production, casting and auditioning</p> <ul style="list-style-type: none"> <li>• applications for college admissions process</li> </ul>
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				<p>successfully acquiring a position or role. We will scribe as a class on the whiteboard a summary of guiding criteria for each phase. (15m total)</p> <p>Students return to drama combos to continue and complete work on scripts. Drama combos will generate production roster, and list of additional production and casting needs. Drama combos present list of characters open for audition, as</p>	
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				<p>well as crew openings. (30m total)</p> <p>Students spend the remainder of class completing their script drafts. (LAPTOPS required) (20m total)</p> <p>(*homework assignment idea: students are asked to research the role they each have chosen and compose a type written one page report on the duties of the role, required training and study to pursue that career path and one a brief background of one</p>	
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				<p>person in the industry with that occupation. Students who chose acting, must also research/discuss the various roles within a piece. For example lead, supporting, extra roles.)</p>	
7	November 13th, 2012			<p>(Each group's script has been printed out) students review elements of auditioning</p>	•
8					
9					
10					
11					
12					

**Project Rubric** (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

<b>EXCELLING</b>	<ul style="list-style-type: none"><li>• An excelling student will find additional connections to theater/dance and the effects it has scientifically on the body and the spirit.</li><li>• An excelling student would</li></ul>
<b>ACHIEVING</b>	
<b>EMERGING</b>	

**Urban Arts Partnership**  
Curriculum Map  
2012-2013

Name: Martin Urbach  
School: Renaissance Charter  
Grade/Class: K,1,2  
Art Form: Music

## Program Overview and Goals

### Program Summary/Goals

*What do you want to teach and the goals that you want to accomplish?*

During this 10 day unit, students will be able to explore music making through their multiple intelligences.

-Students will improve their listening skills by being exposed to music that has a wide sonic and dynamic range.

-Students will be able to identify the looks, sound and origin of many musical instruments, ranging from ethnic instruments from across the world to all the instruments from the four families of instruments that we can find in an orchestra.

-Students will be able to develop an organic connection with music through movement and play. As they dance, walk, trot or ride their imaginary sailing boats, students will explore rhythm as well as key musical characteristics such as accelerando, diminuendo, crescendo, key changes and more.

This unit will integrate music making with literacy by connecting the school's curricular activities (the continents and oceans) with music. Throughout every lesson, the students will apply their newly gained musical knowledge in games that involve reading a book about the oceans, songwriting about platetchnotics and making the sounds of ocean waves.

### Essential Question

*One big question that you'll be exploring all year through all the projects?*

How can we use different tempos to change the speed of a story?

How can we use different dynamic to create tension and release in a story?

How can we use different instruments to set different themes for each character in books?

How can we make the task of reading more exiting!  
How can we make up (compose) an original work of art!

### Project #1 Description

*What will be your first project and how does it relate to your goals?*

During the first 5 lessons we will learn all about the four families of instruments; percussion,brass, woodwinds and strings. We will also learn about different meters,rhythms, beats, dynamics, tempos and musical genres. The following 5 sessions will focus on scoring a soundtrack to the book: “Commotion on the Ocean” and learning different musical cultures from accross the world.

### Project #2 Description

*What will be your second project and how does it relate to your goals?*

### Project #3 Description

*What will be your second project and how does it relate to your goals?*

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board		T/A reviews goals with group; board will also include rules,

	check in		methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	<b>7.L.4:</b> Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. <b>7.L.6:</b> Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	<b>7.SL.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	<b>7.w.3:</b> Writing narratives to develop real or imagined experiences; <b>7.w.1:</b> writing an argument to support claims with clear reasons and relevant evidence; <b>7.w.5:</b> Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

# urban arts

## Project Plan #1

**Guiding Questions** (3-5 questions that will guide your project):

**Materials Needed:** Percussion instruments, markers, crayons, recyclable materials such as tubes, file folders, shoe boxes, rubber bands, book: "commotion on the ocean", speakers, kazoos, slide flutes.

**Equipment checkout:**

**Culminating Event and Date:** Monday 12/17. In class performance!

**Field Trip dates** (include career contact):

<p><b>Project Name: a Musical Scoring of Commotion on the ocean.</b></p> <p><b>Project Goal: To make a 3-5 minute musical score based on the characters and settings from the book : commotion on the ocean in order to integrate their English curriculum; The Oceans and Continents</b></p> <p>We will use different metrics, sonic palettes and dynamics to tell enhance the story of the book!</p> <p><b>Final Product: A musical performance.</b></p>
<p><i>Common Core Standards</i></p> <p>Anchor Strands (what are the big ideas of this unit &amp; what are its anchor strands?)</p> <p><b>CIRCLE ONE</b> (Reading Writing SL Language other)</p> <p>Reading: 2.RL.1: Ask and answer such questions as: Who, Why, What, When, Where and How to demonstrate understanding of key details in a text.</p> <p>Reading: 2.RL.2: Recount stories including folktales and determine their central message</p> <p>Reading: 2.RL.4: Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.</p>
<p>Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <p>Students will learn how to think creatively in a way that will let them gain deeper insights into whatever the task they are doing. By doing “outside the box” activities such as composing a sonic work of art, based on a visual work of art, they will be able to engage their multiple personalities and better understand any project that they embark on.</p> <p>They also will be required to work in different sizes and kinds of groups, thus developing their teamwork skills.</p>

### Project #1

Ses s#	Date	Methodology	Vocabu lary	Master Work	Class Outline/Activ ity	Learning Target
1	10/15/2012	Explore Study	N/A	Do-Re-Mi (sound of music)	<p><b>All about melodies</b></p> <p>Learn about melodies, C-G, C-c</p> <p>Use voice,</p>	Clear understanding of step by step increments in melodic movement.



					then boom-wackers	
2	10/22/2012	Explore Study	N/A	Babatunde Olatunji "Drums of Passion"	<b>All about Percussion instruments.</b> Introduce the The 3 S's! (shake, strike, scrape).  Different sizes / Different sounds!  Introduce call and response. Call on some conductors!	Steady rhythm Listening skills Lead and Follow
3	10/31/2012	Explore Study	N/A	Samuel Barber "Adagio for Strings"	<b>All about Strings!</b>  How do strings work: Demo guitar.	Understanding of physics of string instruments. Tight and loose strings. Different

					<p>Low and High. Show videos and pictures. The orchestra , The Kora, The Koto, The Banjo and the Charango !</p>	<p>methods of playing: Pick, Pinger, Bow</p>
4	11/5/2012	Explore Study	N/A	<p>Miles Davis "Some Day My Prince Will Come"</p>	<p><b>All about Brass!</b></p> <p>Introduce the trumpet, trombone, French horn, Tuba Talk about how they work. Long metal tube, twisted around</p>	<p>Understanding of physics of brass instruments. Buzzing lips Length and shape of tubing. Ensemble "blending"</p>

					to make it smaller to carry! Slide or valves!	
5	11/14/2012	Explore Study	N/A	" Hava Nagila " (Klezmer)	<b>All about Woodwinds!</b> Introduce the 4 main saxes, flutes and clarinets. Breathing exercises Size/Sound correlation in instruments. Ensembles	Reeds and vibration of wood. Finger/Breath coordination
6	11/19/2012	Study Create	N/A	" Jump For My Love" "Rio's Playhouse" "C Jam Blues"	<b>All about American Music</b>  Since America is so big and we	Different parts of the country developed different music.  Learn American

					<p>have so many different kinds of people, we also have many different kinds of music.</p> <p>Blugrass, rock and roll and jazz</p> <p>Start Compositing the song based on the background and setting from the book</p>	<p>history by studying jazz and rock 'n roll.</p> <p>Composition based on pictures. Arrange loud/soft depending on colors and fast/slow depending on activity in the book.</p>
7	11/26/2012	Create	N/A	<p>"Guantamera"</p> <p>Celia Cruz "Azuca"</p>	<p><b>All about Latin Music!</b></p> <p>Introduce Claves, Congas, Horn</p>	<p>Assign a melodic shape for our 3 characters .</p> <p>Learn the clave beat Learn how</p>

					<p>Sections, Percussion Sections</p> <p>Keep Composing the song based on 3 animals from the book</p>	<p>latin music can intertwine different simple layers to make it sound complex.</p>
8	12/3/2012	Create Refine	N/A	Zakir Huseein "TeenTaal"	<p><b>All about India!</b></p> <p>In Indian music, one can play the same rhythmic patterns in different speeds. Let's count in 5's. First at a slow tempo, then at a medium tempo and finally at</p>	<p>Listening skills Creativity Math and Patterns in music</p> <p>Assign a melodic shape for our 3 characters .</p>

					<p>a fast tempo!</p> <p>Keep Composing the song based on 3 different animals from the book</p>	
9	12/10/2012	Refine		"ShoSholoz a"	<p><b>All about Africa! (20 minutes)</b></p> <p>Kora, Balafon, Calabash, Djembe!</p> <p>Djembe means gathering of peace! Play 4/4 beat to ShoSholoz a!</p> <p>Assign soloist and rehearse full song!</p>	<p>Learn about African culture and materials for musical instruments. Learn the concept of Ubuntu and how it works in music</p> <p>Jam for Joy!</p> <p>Listening skills Creativity</p>

10	12/17/2012	Present	N/A		<b>Review and Performance!</b>	Perform and shine!
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2012-2013

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# urban arts

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**Project Goal: To make a 3-5 minute musical score based on the characters and settings from the book : commotion on the ocean in order to integrate their English curriculum; The Oceans and Continents**

We will use different metrics, sonic palettes and dynamics to tell enhance the story of the book!

**Final Product: A musical performance.**

*Common Core Standards*

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

**CIRCLE ONE** (Reading Writing SL Language other)

Reading: 2.RL.1: Ask and answer such questions as: Who, Why, What, When, Where and How to demonstrate understanding of key details in a text.

Reading: 2.RL.2: Recount stories including folktales and determine their central message

Reading: 2.RL.4: Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Students will learn how to think creatively in a way that will let them gain deeper insights into whatever the task they are doing. By doing “outside the box” activities such as composing a sonic work of art, based on a visual work of art, they will be able to engage their multiple personalities and better understand any project that they embark on.

They also will be required to work in different sizes and kinds of groups, thus developing their teamwork skills.